



# NEW OUTLOOK WRITING SYSTEM

BOOK ONE

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# HOW TO TEACH BOOK ONE

**Preliminary**—The points to be emphasized in the lower grades are: to fix the habit of good POSITION, and to secure good IMITATIONS of the forms of letters. These can be accomplished only when the teacher supplies good examples.

Before beginning Book One much preparatory work should be done with crayon on the board, and with THE NEW OUTLOOK PRACTICE BOOK, or some loose paper and pencil, at the seat. The copies are to be placed on the board by the teacher; the pupils watching carefully the construction of the letters and words.



The pupils will write below the teacher's copy. After several of the copies have been thus written, the pupils try the pencil and paper, using the "whole-arm" movement, and writing large. Such exercises as copies 1, 8, 16, 24, 28, 32, in Book IV, will develop freedom and confidence.

**Book One**—The copies in this book are to be written with the pen. Write one line of each copy through the book, then a second line, etc. This gives variety, review and comparison. The cuts illustrating position should be discussed by teacher and pupils until thoroughly understood.

Note carefully the short beginning lines of *C, E, F,*

*H, K, L, M, N, Q, T, U, V, W, X, Y, Z,* and in *2, 3, 5,* and *7*; also the sharp retraced ending of *B, F, I, P, S, T.* Permit no omission of the beginning lines of *b, e, f, h, i, j, k, l, m, n, p, r, s, t, u, v, w, x, y, z.*

**Special Forms**—The following copies need special attention:

1. 1 is sharp. 2. Point at left of crossing.
3. 1, 2 narrow. Last turn abrupt.
5. Down strokes of *t* and *a* straight. *I* begins below base line.
6. Begin the *naught* half way down left side, as shown.
7. Four strokes, 3 is on main slant. Notice height.
12. Notice direction of loops in *2, 3, 5,* and the *vertical* lines in *8.*
14. Down strokes of "*l*" letters straight.
16. Notice direction of loop.
18. Write each group in columns.
20. Top of *T* is same as figure 7.
23. 3 is sharp, abrupt turn.
25. Notice position of straight lines.
26. Last turn of *b* sharp, as in *v* and *w.*
29. Cross from base line upwards.
33. Notice curve of line 2, 3.
37. Note direction of loops.
40. Note 1, 2 and loop.
44. *J* begins below the base line.
45. Study carefully before writing.

The New Outlook Practice Book should be used by the pupil in the preparation of each lesson.

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is us use see o O

is us use see o O

is us use see o O

is us use see o O

is us use see o O

O see us! see us! c C

O see us! see us! c C

O see us! see us! c C

O see us! see us! c C

O see us! see us! c C



in on no me come w  
 in on no me come w  
 in on no me come w  
 in on no me come w  
 in on no me come w

Come in. Come see me.  
 Come in. Come ~~see~~ me.  
 Come in. Come see me.  
 Come in. Come see me.  
 Come in. Come see me.

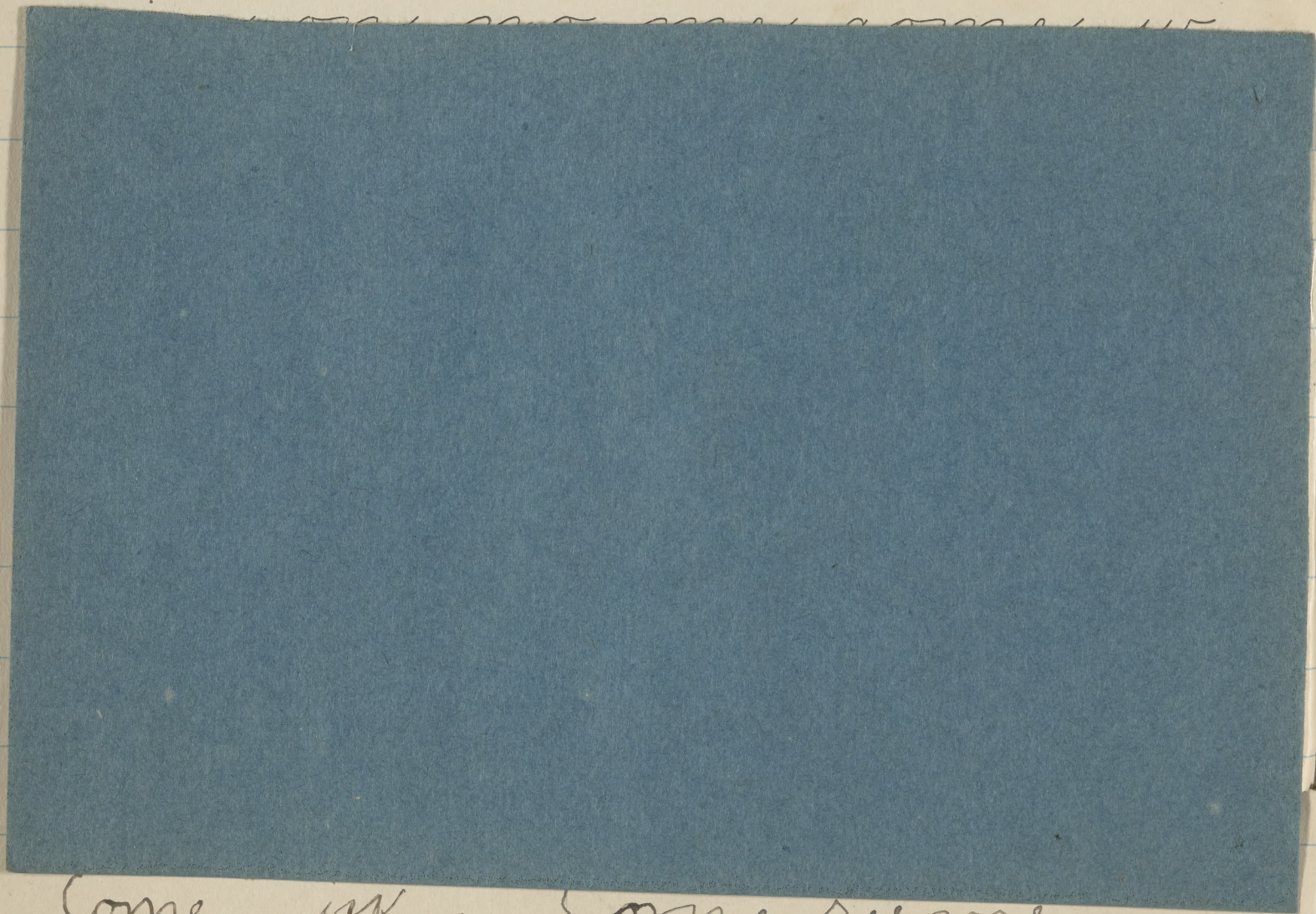


it to run a at cat I



Velma Justice  
Agd. S.





Come in. Come see me.



it to run a at cat I  
it to run a at cat I  
it to ~~run~~ a at cat I  
it to ~~run~~ a at cat I  
it to run a at cat I

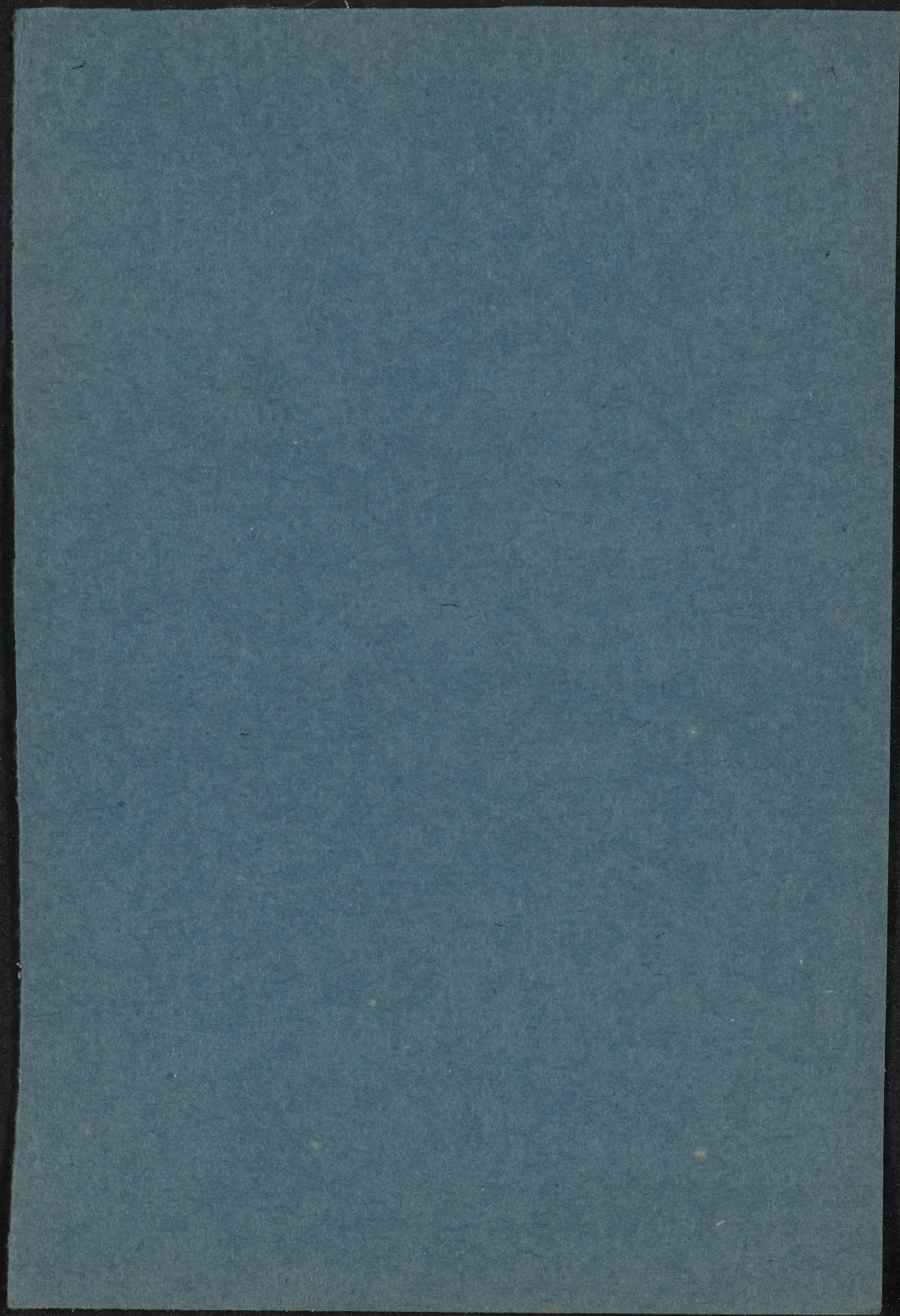
1 2 3 4 5 6 7 8 9 0 0 1  
1 2 3 4 5 6 7 8 9 0 0 1  
0 0 1





Velma Justice  
9d. 3.







I can run. Cats mew.

I can run. Cats mew.

I can run. Cats mew.

I can run. Cats mew.

I can run. Cats mew.

as was saw am are N

as was saw am are N

as was saw am are N

as was saw am are N



It is a new one, too. M

I saw a new moon. U



*j joy my you may A*

*1 2 3 4 5 6 7 8 9 0 0*



Ora Owen Anna Amos

Nat Nell May Mary Oren



go rug do red has the E

Edna has a red rose. V



Ned will call his dog. J

1 2 3 4    5 6 7 8    9 0 1 2    3 4 5 6



aunt uncle sister mother

My aunt sent me a toy. I



sun warm rain water

The sun is warm today.



vine live give have F

$$4 + 6 = 10 \quad 2 + 7 = 9 \quad 3 + 5 = 8$$



Frogs live near water. 2

by big bell boy girl able



A boy will ring the bell.

of for life first fix fox L



Master Fox is very sly.

$$10 - 6 = 4$$

$$9 - 2 = 7$$

$$8 - 5 = 3$$



elm ash fir bud leaf S

Elms shade the dusty way.

dew mist fog ice snow H

Cold winds will come. H



iron tin gold lead zinc

Y and Z ran a race. Z

Iron has many uses. D

All are quiet and busy.



*Santa will come again.*

*How do you do, dear Kate?*

This is a tool box. adz

ax saw file rule plane



up cup pin pen copy

Keep pens in order. Joy

key ink kitty kind P

Boys like to fly kites. X



We need a new book. R

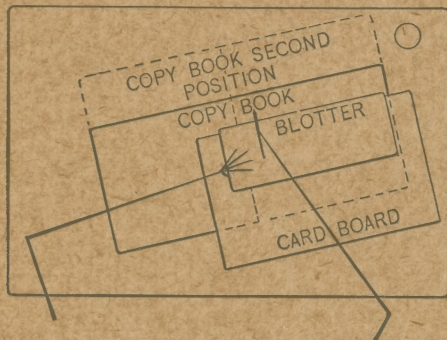
A B C D E F G H I J  
 K L M N O P Q R S  
 T U V W X Y Z



## GENERAL DIRECTIONS

**Materials**—Penholder large size; ink black; and paper with smooth surface. Use a large blotter, as shown in cut. It provides the very best surface for the hand to rest upon, and protects the paper. A large cardboard is a help when using the copy book. It keeps the book flat and is an aid when writing near the edges. See cut.

**Position**—Good position is of the utmost importance in learning to write. Sit back in the seat.



Incline the body forward, but do not lean against the desk. Feet on the floor under the desk, in a restful but sustaining position.

**Penholding**—The penholder is held between the thumb and second finger—both slightly underneath—and is kept in this position by the forefinger pressing it downward into the angle thus formed. The right hand is turned over toward the left far enough to keep the right side from becoming a place of support. Bend the third and fourth fingers back under

the hand so that the tips of the nails rest upon the blotter. Wrist must not touch the blotter. The left hand *holds* the end of the blotter and adjusts it and the paper. The right forearm rests upon the muscular part in front of the elbow, which is just off the edge of the desk, and forms nearly a right angle with the ruling. Move the paper to the left after writing a few words, and thus keep good position. Left forearm is on the desk.

**Movement**—When the forearm rests on the desk and the thumb and fingers merely grasp the holder and the third and fourth fingers act as a moving point of support, the movement is variously termed "muscular," "forearm," and "arm rest." The use of the fingers in helping form some of the small letters with "forearm" movement is called "combined" movement, and is the best. The capitals should be written with swinging continuous movements, while the small letters should be executed with quick strokes, and with a slight pause at the turns. All movements in writing should be fast enough to make smooth lines, but not so fast as to lose control.

**Class Drill**—Exercises for class drills should be "counted." Count for the downward stroke if the movement is fast; on both up and down strokes when slow. A sounding board or box on which to write with a nail or key, is better than counting, as it gives to the ear the exact emphasis and time. A splendid practice is to write "in the air," and also to write with a dry pen.

THE NEW OUTLOOK PRACTICE BOOK RETAILS AT THE SAME PRICE AS THE WRITING BOOK,  
AND MAY BE ORDERED FROM ANY DEALER.





With mingled sound of horns and bells,  
A far-heard clang, the wild geese fly,  
Storm-sent from arctic moors and fells,  
Like a great arrow through the sky,  
Two dusky lines converged in one,  
Chasing the southward-flying sun.

*John Greenleaf Whittier*